

---

# 2A

## Information/Action

### *Fiscal Policy and Planning Committee*

#### **Update on the Provisional Report Required by the 2012-13 Budget Act**

---

**Executive Summary:** The 2012-13 Budget Act requires the Commission to work with the State Board of Education and the Legislature to identify options for streamlining the teacher preparation and credentialing processes, gaining other operational efficiencies within CTC, and recovering costs for accreditation services for teacher preparation programs and submit a report by January 15, 2013.

**Policy Question:** Do the recommendations from the workgroup align with the Vision of the Commission?

**Recommended Action:** Commission staff seeks guidance from the Commission on the recommendations from the workgroup.

**Presenter:** Crista Hill, Director, Administrative Services Division - Fiscal and Business Services Section

#### **Strategic Plan Goal**

##### ***IV. Operational Effectiveness***

- ◆ Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize professional engagement and performance.
- ◆ Demonstrate professionalism and accountability for high standards of practice in all Commission operations.

---

# **Update on the Provisional Report Required by the 2012-13 Budget Act**

---

## **Introduction**

The 2012-13 Budget Act requires the Commission to work with the State Board of Education and the Legislature to identify options for streamlining the teacher preparation and credentialing processes, gaining other operational efficiencies within CTC, and recovering costs for accreditation services for teacher preparation programs and submit a report by January 15, 2013. This item provides the salient points of the meeting scheduled on November 27, 2012 and seeks the Commission's feedback on the recommendations from the workgroup.

## **Background**

On January 5, 2012, Governor Jerry Brown released the proposed 2012-13 budget and included a proposal for the Commission on Teacher Credentialing to work with the State Board of Education and the Legislature on possible efficiencies for the Commission. This proposal was expanded slightly, at the recommendation from the Legislative Analyst's Office, to provide information related to recovering costs for accreditation services for teacher preparation programs.

The final language include in the 2012 Budget Act is as follows:

- The Commission on Teacher Credentialing (CTC) shall work with the State Board of Education and the Legislature to identify options for: (a) streamlining the teacher preparation and credentialing processes, (b) gaining other operational efficiencies within CTC, and (c) recovering costs for accreditation services for teacher preparation programs. The CTC shall submit a report that discusses each of the identified options in each of the above areas to the chairpersons and vice chairpersons of the budget and policy committees of each house of the Legislature, the Legislative Analyst's Office, and the Department of Finance by January 15, 2013.

The Commission staff has scheduled a meeting on November 27, 2012, at the Commission offices with representatives from the State Board of Education, Senate and Assembly budget and policy subcommittee staff, the Department of Finance, and the Legislative Analyst Office to engage in a discussion of this provisional language. Steps that have been identified to date to accomplish each of these goals, and a description of the work the Commission is currently doing related to the goal and is provided in Table 1 below.

Table 1:

Goal	Steps to Accomplish the Goal	Current CTC Work	Possible Additional Action(s)
<b>Streamlining preparation</b>  <i>The Commission has already significantly reduced its work force; this document describes efforts to gain further efficiencies in accomplishing the work with existing staff within the constraint of reduced resources</i>	Assure alignment between the CTC's preparation standards and the CDE's academic content standards, including the Common Core State Standards(CCSS), so that all teachers are prepared to teach the academic content standards from day one on the job	<ul style="list-style-type: none"> <li>The content of the CSET subject matter examinations and of the subject matter preparation programs are being aligned with SBE adopted academic content standards, including the CCSS</li> <li>The Teaching Performance Expectations are being updated to align with the CCSS</li> </ul>	
	Implement streamlined routes less costly for teachers to add additional content area authorizations in order to increase supply of highly qualified teachers for K-12 public schools	<ul style="list-style-type: none"> <li>Streamline CSET subject matter examinations to serve multiple credential purposes where possible</li> <li>Focus alternative certification funds on retooling current credential holders in high needs areas like math, science, special education</li> </ul>	
	Streamline and improve administrator preparation so that administrators are better prepared to be instructional leaders to improve K-12 student outcomes	<ul style="list-style-type: none"> <li>Administrator Standards development for two-tier credential preparation currently underway</li> <li>New administrator induction and support system modeled on successful BTSA/Induction programs under development</li> <li>Administrator Performance Assessment under consideration to assure all administrator candidates are highly qualified</li> </ul>	
	Look for further efficiencies in the accreditation system and increase the focus on data use for accreditation decisions	<ul style="list-style-type: none"> <li>Review accreditation processes to reduce labor-intensive activities</li> <li>Provide focused technical assistance to programs on data use and reporting</li> <li>Develop candidate, graduate and employer surveys</li> </ul>	

Goal	Steps to Accomplish the Goal	Current CTC Work	Possible Additional Action(s)
		<ul style="list-style-type: none"> <li>• Increase consistency in and use of performance assessments to shed light on quality in preparation</li> </ul>	
<b>Streamlining credentialing</b>  <i>The Commission has already significantly reduced its work force; this document describes efforts to gain further efficiencies in accomplishing the work with existing staff within the constraint of reduced resources</i>	Assure that credential counselors and analysts have the most up to date information to provide candidates so that candidates complete their requirements as quickly and efficiently as possible	<ul style="list-style-type: none"> <li>• Conduct regular briefings with the field, based in part on recommendations made by the field</li> <li>• Provide extensive information in targeted sessions at the annual CCAC conference (over 600 attendees annually)</li> <li>• Dedicated contact personnel in CAW so that credential analysts and counselors get their questions answered as quickly as possible so they can provide in turn better service to candidates</li> <li>• Issue regular updates to the field via electronic communications as a cost efficiency for information dissemination</li> <li>• Develop an audit process to monitor recommendations from the field</li> </ul>	
	Provide additional efficiencies in the candidate recommendation process through ongoing improvements to the new CTC online credential recommendation system	<ul style="list-style-type: none"> <li>• Improve the new CTC Online system in response to user experience, recommendations, and troubleshooting</li> <li>• Continue to refine on-line platform by moving additional credential application areas from paper to online application</li> </ul>	
	Review requirements for credential candidates	<ul style="list-style-type: none"> <li>• Review and eliminate any duplicative assessments</li> </ul>	
<b>Gaining Operational Efficiencies</b>	Establish an appropriate balance for certification staff between external communications (phone, email) and application processing	<ul style="list-style-type: none"> <li>• Launched reorganization of certification division to increase effectiveness in application processing, email responses and planning to reintroduce phone service beginning in January</li> </ul>	

Goal	Steps to Accomplish the Goal	Current CTC Work	Possible Additional Action(s)
	Continue to refine online platform, move other credential application areas from paper to online application	<ul style="list-style-type: none"> <li>ETSS and CAW have established a list of priorities and are working through that list as time and resources allow</li> </ul>	
	Enact policies that reduce workload for the Committee of Credentials(COC)	<ul style="list-style-type: none"> <li>The Commission has adopted Policies that reduce the types of cases going before the COC and new procedures that have doubled the workload and productivity of the COC</li> </ul>	
	Further develop performance assessments as a source of information about quality in preparation	<ul style="list-style-type: none"> <li>The Commission is considering how to increase consistency and reliability of TPA data and to develop a performance assessment for administrators</li> </ul>	
	Develop annual surveys for graduates, employers, cooperating teachers as a source of information about quality in preparation	<ul style="list-style-type: none"> <li>Staff is working with programs and the Committee on Accreditation to develop surveys to pilot in spring 2013</li> </ul>	
<b>Recovering Costs for Accreditation</b>	A Cost Recovery plan to fund the review of proposed programs, proposals for Initial Institutional Approval and program approval, and to fund accreditation activities above the regularly scheduled activities	<ul style="list-style-type: none"> <li>Charge for initial program review— (estimated revenue: \$1600 per proposal)</li> </ul>	
		<ul style="list-style-type: none"> <li>Cost recovery for extraordinary activities, i.e. revisits based on poor accreditation findings</li> </ul>	

At the time the agenda was posted the workgroup meeting had not occurred. Commission staff will provide an update during the December Commission.

**Recommendation**

Commission staff seeks feedback on the recommendations from the workgroup.

**Next Steps**

Once the Commission has had an opportunity to discuss and provide feedback to the recommendations from the workgroup, Commission staff will generate a response that will be submitted to Department of Finance, Legislature, State Board of Education, and Legislative Analyst Office for review and consideration no later than January 15, 2013.